

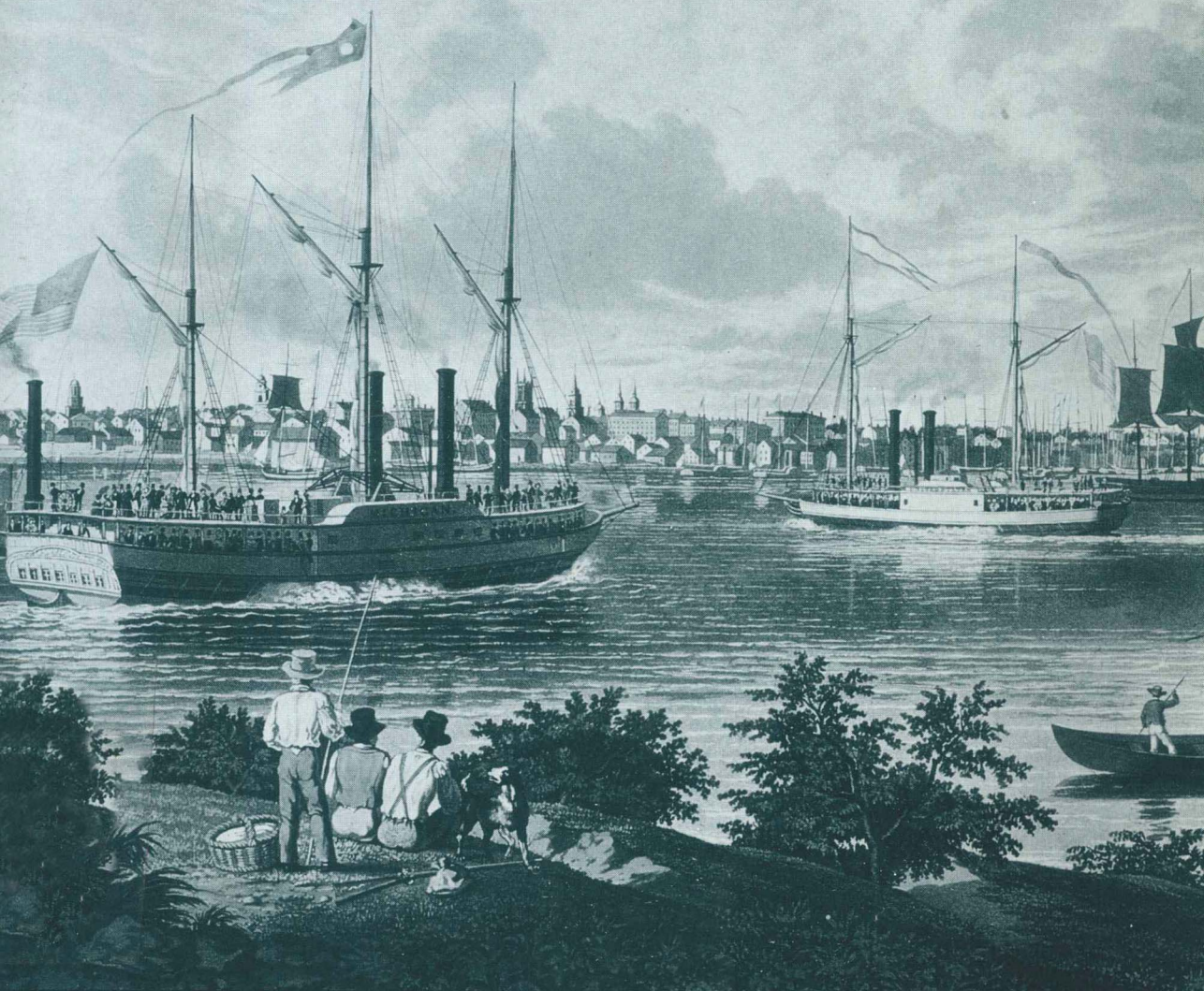
STUDY GUIDE

GEORGE BROWN TINDALL & DAVID E. SHI •

America

A Narrative History

By Charles W. Eagles, University of Mississippi



FIFTH EDITION • VOLUME I

AMERICA

A NARRATIVE
HISTORY

TINDALL and SHI



STUDY GUIDE

VOLUME I/ FIFTH EDITION

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INTRODUCTION

This *Study Guide* is designed to help you learn the important concepts in *America: A Narrative History*, Fifth Edition, by George B. Tindall and David Shi. It is not intended as a replacement for the textbook, but as an aid to be used along with the text. When used conscientiously, this *Study Guide* will help you to understand the major themes in American history and to do well on quizzes based on your reading.

STRUCTURE OF THIS STUDY GUIDE

Each chapter of the *Study Guide* contains the following sections:

- Chapter Objectives
- Chapter Outline
- Key Items of Chronology
- Terms to Master
- Vocabulary Building
- Exercises for Understanding:
 - Multiple-Choice Questions
 - True-False Questions
 - Essay Questions
- Document(s) or Reading(s)

The purpose of each of the sections, along with the instructions for its use, is explained below.

Chapter Objectives

For each chapter you will find about five objectives, or key concepts, on which you should

focus your attention as you read. You should read the whole of each chapter, taking in details as well as major themes, but by keeping the chapter objectives in mind, you will avoid getting bogged down and missing the key ideas.

Chapter Outline

Skim this outline carefully before you begin reading a chapter. The outline provides a more detailed overview than do the objectives. Often headings in the outline are worded to suggest questions about the material. For example, "Duties of the King" and "patterns of Colonization" raise the questions "What were the duties of the king?" and "What were the patterns of colonization?" Look for the answers to such questions as you read the text. This approach will help those of you who are new to reading history.

Key Items of Chronology

Each chapter of this *Study Guide* will include a list of dates. You need not learn every date you encounter in the chapter, but if you learn the key ones listed here and any other dates emphasized by your instructor, you will have the sound chronological framework so important for understanding historical events.

Keep in mind that dates, while important, are not the sole subject matter of history. Seldom will any of the quizzes in this *Study Guide* ask for

recall of dates. On the other hand, answers to essay questions, and term papers should include important dates to show that you are familiar with the chronology of your subject.

Terms to Master

This section of the *Study Guide* gives you a list of important terms to study. (Remember, of course, that your instructor may emphasize additional terms that you should learn.) After reading each chapter, return to the list of terms and write a brief definition of each. If you cannot recall the term readily, turn to the relevant pages in the textbook and reread the discussion of the term. If you need or want to consult another source, go to the annotated bibliography at the end of the relevant chapter, or ask your instructor for suggestions.

Vocabulary Building

This is a section of the *Study Guide* that you may or may not need. If you do not know the meaning of the words or terms listed in Vocabulary Building, look them up in a dictionary before you begin reading a chapter. By looking up such words and then using them yourself, you will increase your vocabulary.

When the terms in Vocabulary Building are not readily found in the standard dictionary or when their use in the Tindall text lends them a special meaning, we have defined them for you. We've used the *American Heritage Dictionary*, Second College Edition, as a guide to determine which terms should be defined here for you.

Exercises for Understanding

You should reserve these exercises to use as a check on your reading after you study the chapter. The multiple-choice and true-false questions included here will test your recall and understanding of the facts in the chapter. The answers to these questions are found at the end of each *Study Guide* chapter.

Essay Questions

The essay questions that come next may be used in several ways. If you are using this *Study Guide* entirely on your own, you should try to outline answers to these questions based on your reading of the chapter. In the early stages of the course you may want to consider writing formal answers to these essay questions just as you would if you encountered them on an exam. The questions will often be quite broad and will lead you to think about material in the chapter in different ways. By reviewing the essay questions in this *Study Guide* before attending class, you will better understand the class lecture or discussion.

Documents and Readings

All the chapters in this *Study Guide* contain a section of documents or readings. The documents are sources from the time period of the chapter (primary sources), chosen to illumine some aspect of the period covered in the text. The readings are excerpts from works of historians (secondary sources), chosen either to illustrate the approach of a master historian or to offer varying interpretations of an event. Study the documents or readings after you have completed the chapter, and consult the headnotes given in this *Study Guide* before each document. Then attempt to answer the questions that follow the documents.

STUDYING HISTORY

The term "history" has been defined in many ways. One way to define it is "everything that has happened in the past." But there are serious problems with this definition. First, it is simply impossible to recount *everything* that has happened in the past. Any single event, such as your eating dinner, is a combination of an infinite number of subevents, ranging from the cultivation of vegetables to the mechanisms involved in digestion. Each of these is itself composed of an unlimited number of subevents. The past, which includes everything that has happened, is shape-

less; history is a way of lending shape to the past by focusing on significant events and their relationships. Your “history” of last night’s dinner will include only the significant elements, perhaps who your companions were and why you got together, not where the spinach was grown.

Second, the historical record is limited. As you will discover, there is much we don’t know about everyday life in seventeenth-century America. History must be based on fact and evidence. The historian then, using the evidence available, fashions a story in which certain past events are connected and take on special meaning or significance. If we accept this definition, we will recognize that much history is subjective, or influenced by the perspective and bias of the historian attempting to give meaning to events.

This is why there is so much disagreement about the importance of some past events. You may have been taught in high school that it was important simply to learn dates and facts: that the Declaration of Independence was adopted on July 4, 1776, or that Franklin Roosevelt was inaugurated on March 4, 1933. But these facts by themselves are limited in meaning. They gain significance when they become parts of larger stories, such as why the American colonies revolted against England or how the United States responded to the Great Depression. When historians construct stories or narratives in which these facts or events take on special significance, room for disagreement creeps in.

Since it is valid for historians to disagree, you should not automatically accept what any one historian writes. You should learn to apply general rules of logic and evidence in assessing the validity of different historical interpretations. This *Study Guide* will at times give you an opportunity to assess different interpretations of events. By doing this, you will learn to question what you read and hear, to think critically.

HOW TO READ A TEXTBOOK

Reading a textbook should be both pleasurable and profitable. The responsibility for this is

partly the author’s and partly yours, the reader’s. George Tindall and David Shi have written a text that should teach and entertain. In order to get the most out of it, you must read actively and critically. One way to avoid passive, mindless reading is to write, underline, or highlight material by hand. Thus simply by highlighting or underlining pertinent passages in the textbook, you will later be better able to recall what you have read and you will be able to review quickly important material. The key to effective highlighting is to be judicious about what you choose to mark. You should highlight key words and phrases, not whole sentences unless all the words are important. For example, the two paragraphs below from chapter 2 of the textbook (pp. 48–49) show the way we would highlight them:

In the making of laws, the monarch’s subjects consented through representatives in the House of Commons. **Subjects could be taxed only with the consent of Parliament.** By its control of the purse strings, Parliament drew other strands of power into its hands. This structure of powers formed a **constitution that was** not only not written in one place, but, for that matter, **not fully written down at all.** The Magna Carta (Great Charter) of 1215, for instance, had been a statement of privileges wrested by certain nobles from the king, but it became part of a broader assumption that the people as a whole had rights that even the monarch could not violate.

A further buttress to English liberty was the great body of common law, which had developed since the twelfth century in royal courts established to check the arbitrary power of local nobles. Without laws to cover every detail, judges had to exercise their own ideas of fairness in settling disputes. **Decisions once made became precedents for later decisions,** and over the years a body of judge-made law developed, the outgrowth more of experience than of abstract logic. The courts evolved the principle that **people could be arrested or their goods seized only upon a warrant issued by a court,** and that **individuals were entitled to a trial by a jury of**

their peers (their equals) in accordance with established rules of evidence.

Probably no two persons would agree on exactly what words in the passage should be underlined, but you can readily see that we have emphasized only the major points concerning English justice.

Highlighting like this can be helpful, but even more useful in increasing your retention of the material is to jot down brief notes about what you read. For example, from the passage above

you might list some key elements in the development of liberty under the Tudors: the principle that the king could tax his subjects only with the consent of Parliament, the development of an unwritten constitution, the principle that a court order was required for arrest or seizure of property, and the principle of trial by jury.

Taking notes makes it easier to commit important points to memory. This will help especially when you review for a test.

ACKNOWLEDGMENTS

I wish to thank George B. Tindall and David Shi for having written the excellent text around which I developed this *Study Guide*. My hope is that the text and the *Study Guide* will combine to promote in students a clear understanding of the history of the United States. I owe a great debt to Steven Forman and Candace Kooyoomjian, my

editors at W. W. Norton & Company, who have used considerable skill in fashioning the final product. I hope the Fifth Edition of this *Study Guide* will be as useful to students as the previous versions proved to be.

C.W.E.

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1

THE COLLISION OF CULTURES

CHAPTER OBJECTIVES

After you complete the reading and study of this chapter you should be able to

1. ~~Account for~~ the origins of the "Indian" inhabitants of the New World.
2. Describe and explain the cultural exchanges that occurred between Europe and the New World following the discovery of America.
3. Explain the factors in European development that prompted and promoted exploration of the New World.
4. Describe the government and developments in the Spanish-controlled southwestern United States.
5. Explain the different characteristics of the French, Dutch, and English contacts with the New World before the permanent settlements of the seventeenth century.
6. Appreciate the role of the Reformation in the settlement of America.

CHAPTER OUTLINE

- I. Origins of the first Americans
- II. Indian culture before Columbus

- A. Earliest cultures
 1. Nomads
 2. Hunters and gatherers
 3. Villagers
 4. Farmers
 - B. Chronological development of Mayan, then Aztec, cultures in Middle America.
 - C. Major Indian cultures in the area of the United States after about 1,000 B.C.
 1. Adena-Hopewell peoples of the Ohio Valley (800 B.C.—A.D. 600)
 2. Mississippian cultures of the Mississippi River Valley (A.D. 600–1500)
 3. Pueblo-Hohokam-Anasazi cultures of the Southwest
 - D. Lack of technology and other factors that aided the European conquest of the Indians
- III. European discovery of the New World
 - A. Visions of the New World
 - B. Early Norse contacts
 - C. Changes in modern Europe
 1. Revival of learning
 2. Progress in navigation
 3. Growth of trade and towns
 4. New nation-states

- D. Voyages of Columbus
- E. Biological exchange
 - 1. Animals
 - 2. Plants
 - 3. Devices
 - 4. Diseases
- F. Early exploration by England and Portugal
 - 1. John Cabot
 - 2. Vasco da Gama
 - 3. Ferdinand Magellan
- IV. Spanish conquest of the New World
 - A. Spanish advantages
 - B. Cortés and other conquistadores
 - 1. Cortés’s conquest of Mexico
 - 2. System of *encomienda*
 - 3. Roles of church and crown
 - C. Spanish exploration and early settlement in North America
 - 1. Geographic area of control
 - 2. Interactions with Indian culture
 - 3. Purposes of settlements
 - D. Spanish patterns in the southwestern United States
 - 1. Use of religion in colonial control
 - 2. Role of the Franciscans
 - 3. Control by Juan de Oñate
 - 4. New Mexico as a royal province
 - 5. Rebellion of Popé
- V. Impact of the Protestant Reformation on Europe
 - A. Martin Luther’s initial leadership
 - B. John Calvin’s role
 - C. Impact of the Reformation in England
- VI. French, Dutch, and English rivalry with the Spanish in North America
 - A. Verrazzano and Cartier
 - B. Rebellion of the Netherlands and work of the Dutch “Sea Beggars”
 - C. English efforts
 - 1. Elizabethan “Sea Dogges”
 - 2. Defeat of the Spanish Armada, 1588
 - 3. Early attempts at English colonization
 - 4. Raleigh’s “Lost Colony”

KEY ITEMS OF CHRONOLOGY

| | |
|---|--------------------------|
| Crossing from Siberia to Alaska | about 16,000–14,000 B.C. |
| Adena-Hopewell culture | 800 B.C.–A.D. 600 |
| Classical cultures of Middle America | A.D. 300–900 |
| Mississippian culture | A.D. 600–1500 |
| Norse discoveries | 900–1200 |
| Columbus’s first voyage to the New World | 1492 |
| Voyages of John Cabot | 1497–1498 |
| Magellan’s voyage around the world | 1519–1522 |
| Settlement of Raleigh’s “Lost Colony” on Roanoke Island | 1587 |
| Defeat of the Spanish Armada | 1588 |
| Juan de Oñate’s control of New Mexico | 1598 |
| Popé’s Indian rebellion in New Mexico | 1680 |

TERMS TO MASTER

Listed below are some important terms or people with which you should be familiar after your study of the chapter. Explain or identify each.

- 1. Adena-Hopewell culture
- 2. Mississippian culture
- 3. Anasazi culture
- 4. Renaissance
- 5. Christopher Columbus
- 6. Treaty of Tordesillas

7. Ferdinand Magellan
8. Hernando Cortés
9. *requirimento*
10. *encomienda*
11. Bartolomeo de Las Casas
12. vice royalty of New Spain
13. Franciscans
14. Juan de Oñate
15. Popé (Indian leader)
16. Reformation
17. Calvinism
18. Francis Drake
19. Richard Hakluyt
20. Sir Walter Raleigh

VOCABULARY BUILDING

Listed below are some words or phrases used in this chapter. Look up each word in your dictionary unless the meaning is given.

1. domain
2. nomadic
3. isthmus
4. succumb
5. subjugation
6. obsidian
7. adobe
8. gloss
9. fledgling
10. latitude
11. chronometers
12. autocracy
13. spurious ✓
14. pretension
15. amok
16. quinine
17. permeate
18. celibate
19. monk
20. redemptive

EXERCISES FOR UNDERSTANDING

When you have completed the reading of the chapter, answer each of the following questions. If you have difficulty, go back and reread the section of the chapter related to the question.

Multiple-Choice Questions

Select the letter of the choice that best completes the statement.

1. The primary factor causing the disappearance of Mayan culture was
 - A. diseases brought from the south by the Incas.
 - B. wars fought with the Aztecs.
 - C. drought and lack of food.
 - D. civil wars among themselves.
2. As part of the "Great Biological Exchange," Europeans brought to the New World
 - A. dogs and guinea pigs.
 - B. peanuts and tobacco.
 - C. horses and pigs.
 - D. ducks and turkeys.
3. Europeans dreamed of a water route to East Asia because
 - A. it was shorter than the best land route.
 - B. Muslims blocked the overland route.
 - C. the Crusades had improved their sailing skills.
 - D. all of the above
4. Until the end of his life, Christopher Columbus believed that he had discovered
 - A. the New World of America.
 - B. some islands off the coast of Africa.
 - C. a land that he named Columbia.
 - D. some territories near the mainland of Asia.
5. The first conquest of a major civilization in the Americas was by
 - A. Christopher Columbus.
 - B. Hernando Cortés.
 - C. Ferdinand Magellan.
 - D. Juan Ponce de Leon.
6. The vice royalty of New Spain included
 - A. only the western United States up to Oregon.
 - B. from Mexico to Alaska to Florida and Tennessee.
 - C. all of North and South America.
 - D. only the present day New Mexico, Arizona, and California.
7. Oñate exercised control over his southwestern domain
 - A. primarily by offering the inhabitants peaceful religious help.

- B. by purchasing support with the vast gold he controlled.
 - C. through fierce imposition of religion and cruel punishments.
 - D. by providing the just treatment of Indians he had promised.
8. The effect of the Reformation on England was
- A. to encourage support of the Lutheran rather than the Calvinist protestantism.
 - B. to commit England to protestantism once Elizabeth came to the throne.
 - C. primarily a change in structure but no change in doctrine or practice.
 - D. mainly a commitment to purification of the practices of the church according to biblical authority.

True-False Questions

Indicate whether each statement is true or false.

1. The inhabitants of the American continent before Columbus arrived were essentially alike in appearance and lifestyle despite their separation by vast geographic distances.
2. Columbus set out to prove the world was round.
3. The first European explorer to see the Pacific Ocean was Balboa.
4. During the sixteenth century, the dominant European power in the New World was Spain.
5. Spanish control of the southwestern United

States developed about a century after the first permanent English settlements in the eastern United States.

6. The Spanish did not use slavery as a means of control in the areas they governed.
7. John Calvin's Reformation ideas taught that only people who were already chosen by God could be "saved."
8. The defeat of the Spanish Armada opened America for French colonization.

Essay Questions

1. Explain where the "Indians" of the New World came from and how they got to the New World.
2. Why were the Spanish so successful in their early efforts to conquer the New World?
3. Make a list of plants, animals, and diseases that were spread to the rest of the world after the discovery of America. Make a second list of those same features that found their way to America from other parts of the world. Discuss the significance of this biological interchange.
4. Explain how European civilization at the time of the Renaissance helped to promote exploration and colonization of the New World.
5. What was the Protestant Reformation and how did it affect early American history?
6. Compare the efforts of the Spanish, French, and English to gain control of the New World. Which was the most successful and why?

DOCUMENTS

Document 1. Columbus's Description of the Discovery of America

The passage below is taken from a version of Columbus's journals edited by Bartolomeo de Las Casas (see Document 2, below). As you read the passage, imagine the thrill of discovery that would have been experienced by the sailors

on board Columbus's ships. For them this was truly a venture into the unknown.

For many years Columbus's landing was judged to have been made on San Salvador (Watling Island). A recent study retracing the

voyage suggests that Columbus landed on the island of Samana Cay, more than sixty miles to the southeast of San Salvador. Many scholars will not agree with this new assertion, and the exact location of the island does not change the

nature of the reaction shown in this journal. If you wish to examine the new evidence, see the *National Geographic* 170, no. 5 (November 1986): 566–605.

. . . the Admiral requested and admonished them to keep a sharp lookout at the castle of the bow, and to look well for land, and said that he would give to him who first saw land a silk doublet besides the other rewards which the King and Queen had promised, namely an annual pension of ten thousand maravedis to him who should see it first. Two hours after midnight the land appeared, about two leagues off. They lowered all the sails, leaving only a storm square sail, which is the mainsail without bonnets and lay to until Friday when they reached a small island of the Lucayos, called *Guanahani* by the natives. They soon saw people naked, and the Admiral went on shore in the armed boat. . . . As soon as they had landed they saw trees of a brilliant green[,] abundance of water[,] and fruits of various kinds. The Admiral called the two captains and the rest who had come on shore. . . . and he called them as witnesses to certify that he in the presence of them all, was taking, as he in fact took[,] possession of said island for the King and Queen his masters, making the declarations that were required as they will be found more fully in the attestations then taken down in writing. Soon after a large crowd of natives congregated there. What follows are the Admiral's own words in his book on the first voyage and discovery of these Indies. "In order to win the friendship and affection of that people, and because I am convinced that their conversion to our Holy Faith would be better promoted through love than through force; I presented some of them with red caps and some strings of glass beads which they placed around their necks and with other trifles of insignificant worth that delighted them and by which we have got a wonderful hold on their affections. They afterwards came to the boats of the vessels swimming, bringing us parrots, cotton thread in balls, and spears, and many other things, which they bartered for others we gave them, as glass beads and little bells. . . . I saw but one very young girl, all the rest being very young men, none of them being over thirty years of age; their forms being very well proportioned; their bodies graceful and their features handsome: their hair is as coarse as the hair of a horse's tail and cut short: they wear their hair over their eye brows except a little behind which they wear long, and which they never cut: some of them paint themselves black, and they are of the color of the Canary islanders, neither black nor white, and some paint themselves white, and some red, and some with whatever they find, and some paint their faces, and some the whole body, and some their eyes only, and some their noses only. They do not carry arms and have no knowledge of them, for when I showed them our swords they took them by the edge, and through ignorance, cut themselves. They have no iron; their spears consist of staffs without iron, some of them having a fish's tooth at the end, and

others other things. As a body they are of good size, good demeanor, and well formed. . . . They must be good servants and very intelligent, because I see that they repeat very quickly what I told them, and it is my conviction that they would easily become Christians, for they seem not [to] have any sect. . . .”

[From Christopher Columbus, *Journals*, Thursday October 11 and Friday October 12, 1492.]

Document 2. Las Casas's Description of the Spanish Conquest of Cuba

Bartolomeo de Las Casas was a Spanish cleric who became an early defender of the Indians in the New World. He was one of the first to argue that the Indians were civilized and worthy

of the same respect as other humans. What follows is an excerpt from his *History of the Indies*, in which he describes the cruelty inflicted by the Spanish when they overran Cuba.

They [the Spaniards] arrived at the town of Caonao in the evening. Here they found many people, who had prepared a great deal of food consisting of cassava bread and fish, because they had a large river close by and also were near the sea. In a little square were 2,000 Indians, all squatting because they have this custom, all staring, frightened, at the mares. Nearby was a large *bohio*, or large house, in which were more than 500 other Indians, close-packed and fearful, who did not dare come out.

When some of the domestic Indians the Spaniards were taking with them as servants (who were more than 1,000 souls . . .) wished to enter the large house, the Cuban Indians had chickens ready and said to them: “Take these—do not enter here.” For they already knew that the Indians who served the Spaniards were not apt to perform any other deeds than those of their masters.

There was a custom among the Spaniards that one person, appointed by the captain, should be in charge of distributing to each Spaniard the food and other things the Indians gave. And while the Captain was thus on his mare and the others mounted on theirs, and the father himself was observing how the bread and fish were distributed, a Spaniard, in whom the devil is thought to have clothed himself, suddenly drew his sword. Then the whole hundred drew theirs and began to rip open the bellies, to cut and kill those lambs—men, women, children, and old folk, all of whom were seated, off guard and frightened, watching the mares and the Spaniards. And within two credos not a man of all of them there remains alive.

The Spaniards enter the large house nearby, for thus was happening at its door, and in the same way, with cuts and stabs, begin to kill as many as they found there, so that a stream of blood was running, as if a great number of cows had perished. Some of the Indians who could make haste climbed up the poles and woodwork of the house to the top, and thus escaped.

The cleric had withdrawn shortly before this massacre to where another small square of the town was formed near where they had lodged him. . . .

The cleric moved to wrath, opposes and rebukes them harshly to prevent them, and having some respect for him, they stopped what they were going to do, so the forty were left alive. The five go to kill where the others were killing. And as the cleric had been detained in hindering the slaying of the forty carriers, when he went he found a heap of dead, which the Spaniards had made among the Indians, which was certainly a horrible sight.

When Narvaez, the captain, saw him he said: "How does Your Honor like what these our Spaniards have done?"

Seeing so many cut to pieces before him, and very upset at such a cruel event, the cleric replied: "That I commend you and them to the devil!" . . . Then the cleric leaves him, and goes elsewhere through some groves seeking Spaniards to stop them from killing. For they were passing through the groves looking for someone to kill, sparing neither boy, child, woman, nor old person. And they did more, in that certain Spaniards went to the road to the river, which was nearby. Then all the Indians who had escaped with wounds, stabs, and cuts—all who could flee to throw themselves into the river to save themselves—met with the Spaniards who finished them.

[From George Sanderlin (ed. and trans.), *Bartolomé de Las Casas: A Selection of His Writings* (New York: Knopf, 1971), pp. 63–65.]

Questions for Reflection

What questions would you like to ask about this new land that are not answered by Columbus's brief comments? Notice how considerate Columbus was toward the natives and compare his attitude with that displayed in the passage from Las Casas. How accurate is Columbus's description of the natives? How genuine is the religious motivation displayed in this passage? How would you compare this discovery with the first manned landing on the moon in 1969?

What motivation does Las Casas give for the horrible slaughter? Does this motivation explain the incident to your satisfaction? What kind of reaction does the description evoke in you? How might it have been understood by readers in the seventeenth century? How do you account for the difference in attitude toward the natives shown in this passage and in the one above on Columbus's discovery?

ANSWERS TO MULTIPLE-CHOICE AND TRUE-FALSE QUESTIONS

Multiple-Choice Questions

1-D, 2-C, 3-B, 4-D, 5-B, 6-B, 7-C, 8-B

True-False Questions

1-F, 2-F, 3-T, 4-T, 5-F, 6-F, 7-T, 8-F

2

ENGLAND AND ITS COLONIES

CHAPTER OBJECTIVES

After you complete the reading and study of this chapter you should be able to

1. Understand the developments in England that helped to promote colonization.
 2. Understand the events in Stuart England that affected colonization and the relations between the mother country and the colonies.
 3. Understand the nature of Indian life and some key interactions among the Indians and the English settlers.
 4. Appreciate the key features in the settlement and early development of each of the thirteen North American colonies of England, in particular the colonies of Virginia, Massachusetts, Maryland, Pennsylvania, and New York.
 5. Understand the chief features of English colonization in North America as a whole and in comparison with the colonization efforts of Spain and France.
1. German and Latin elements in the language
 2. Mixture of Protestant theology and Catholic forms
 3. Easy mixing among classes
 4. Self-rule, local initiative, liberty
 5. Economic institutions
- B. Development of the monarchy under the Stuarts
1. James I and “divine right”
 2. Charles II and religious reform
 3. Commonwealth and Protectorate, 1649–1660
 4. Restoration of Charles II, 1660
 5. Glorious Revolution of 1689

II. The early English colonies in North America

- A. Patterns of English colonization
1. Use of the joint-stock company
 2. Differences between English and Spanish colonization
- B. Settlement of Virginia
1. Settlement at Jamestown, 1607
 2. Role of John Smith
 3. Relations with Indians
 4. Expansion after Smith’s departure
 5. Development of “headright” policy
 6. Transformed to a royal colony in 1624

CHAPTER OUTLINE

- I. English background to colonization
 - A. Unique features of English development

7. Expansion using tobacco and other crops
 8. Development of economic dislocation
 9. Bacon's Rebellion
 - C. Maryland as a proprietary colony
 - D. Development of the Plymouth settlement
 1. Vicissitudes of the Pilgrims
 2. Settlement at Plymouth, 1620
 3. Government prior to absorption into Massachusetts, 1691
 - E. Massachusetts Bay colony, 1630
 1. Basis for settlement
 2. Role of John Winthrop
 3. Evolution of governmental institutions
 - F. Creation of Rhode Island, 1637
 1. Roger Williams's role
 2. Saga of Anne Hutchinson's group
 - G. Origins of Connecticut, 1637
 - H. Settlement of New Hampshire
- III. Indians of New England
- A. General relations between the Indians and the newcomers
 - B. English-Indian relations compared with French- and Dutch-Indian relations
 - C. *Patterns of life among Indians of New England*
 - D. Disease and disruption brought by white settlers
 - E. Basis for Pequot War of 1637
 - F. Effects of continued encroachment on the Indians
- IV. Effects of the Civil War in England on the colonies
- A. Formation of New England Confederation, 1643
 - B. Maryland Toleration Act (1649) to protect Catholics
- V. Restoration of 1660 brought about new proprietary colonies
- A. Carolinas' settlements and governments
 1. North Carolina's development
 2. South Carolina's settlement and religious toleration
 - B. Southern Indian trade
 1. Geographic extent of and material basis for trade
 2. Relations with Spanish
 3. Troubles arising from Indian trade
 4. Causes and effects of Yamassee War, 1715-1717
 - C. New York developed from Dutch settlements
 - D. Iroquois League
 1. Formation of the Iroquois League
 2. Iroquois life
 3. Development of warfare among the tribes
 4. Iroquois expansion and its effects
 5. Evolution of neutrality in the 1700s
 - E. New Jersey, a proprietary grant from the Duke of York
 - F. Pennsylvania's development
 1. Problems of the Quakers
 2. Role of William Penn
 3. Development of the colony
 4. Government and Indian relations
 - G. Delaware granted to Penn, but operated separately
 - H. Experiment of Georgia, 1733
- VI. General features of English settlement
- A. *Effect of lack of centralized direction*
 - B. Role of private investment
 - C. Welcome of diverse settlers
 - D. Importance of self-government
 - E. Compact pattern of settlement

KEY ITEMS OF CHRONOLOGY

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|--------------------------|-----------|
| Reign of James I | 1603-1625 |
| Settlement of Virginia | 1607 |
| Pilgrims settle Plymouth | 1620 |